

Special Edition

About Exceptional and Gifted Students

A Publication of the Arizona Department of Education

Exceptional Student Services

1535 West Jefferson • Phoenix, AZ 85007

Winter 200:

Professional development key to qualified personnel

Two and one half years ago it was clear to Arizona's Exceptional Student Services (ESS) organization that the professional development system needed an overhaul. There was no method in place to determine the effectiveness of dollars spent.

Since that time, they have read everything they could find on the subject, and taken advantage of opportunities to talk with personnel at the National Staff Development Council, the National Association of State Directors of Special Education, and Mountain Plains Regional Resource Center. Gradually, the vision evolved to the point where it can be described in one sentence. Arizona is working toward a professional development system that is planned, implemented and evaluated in ways directly related to student achievement.

Is this a tall order? You bet! Status quo is way too easy to maintain. It will take tremendously committed personnel at all levels, a deeper understanding of how professional development influences student achievement, and above all, time, to effect systemic change.

Still, a good beginning has been made. Programs have been established and grant money awarded to address many of the areas identified as priorities in Arizona's special education system.

SUPPORT Cadre makes myriad venues available for technical assistance to schools and teachers. SELECT supports special education efforts with pre-service and in-service classes. Enhancing Arizona's Parent Network (EAPN) was created to advance a cooperative atmosphere between parents and schools. Arizona is also partnering with nine other states in the Front Range Community College effort to make improved training available for educational interpreters.

The Arizona Behavior Initiative (ABI) was established to use research-based practices to help schools implement student behavior policies that are conducive to a positive learning environment. Capacity Building Grants address ten areas that have been identified as priorities in Arizona education. A new position was recently created to assist in the evaluation of programs funded by these grants, and to make results available to other schools.

Widespread support has already been garnered from schools for upgrading the skill levels of paraeducators. This falls in line nicely with the No Child Left Behind (NCLB) mandate. In addition, the

State Improvement Grant (SIG), which provides nearly \$5 million over the next five years, will allow Arizona to strengthen many areas directly related to professional development. This includes such matters as recruiting teachers to special education roles, reducing teacher turnover, improving charter school program compliance with federal disability laws, and improving early literacy among students with special needs.

This past summer, the Professional Development Leadership Academy (PDLA) held the first annual summit to promote professional development within the state and establish an accountability system. The initial 23 members all came away from the first conference with a better understanding of how much of an impact professional development has on student outcomes. Each one expressed a much higher commitment level, as well as plans to encourage a new direction within his or her respective school or district.

Fourteen schools statewide have signed up to define and implement pilot programs. Results will be posted for other schools to review. Administrators and educators can then adopt a complete model, or choose components of any of the 14 models, whichever will best meet their individual needs.

As for the future, ESS works to raise awareness with educators throughout the state that professional development is key to improving student achievement. The plans are to refine accountability and measurement systems and implement a strong mentorship program. Ongoing evaluation will keep the focus on Arizona's greatest educational needs. It is anticipated that establishing partnerships with NCLB programs will provide a tool to make sure Arizona satisfies the law in every area. Finally, the goal is to improve methods for dissemination of promising new practices that are identified.

Miriam Podrazik, coordinator of the Comprehensive Systems of Personnel Development for ESS says, "The future of special education in Arizona depends on our ability to transition what works in closely monitored programs into broadly used classroom methods. That will take a commitment to lifelong learning on the part of all of our educators."

Miriam Podrazik can be reached at mpodraz@ade.az.gov.

Administrators - Please share this newsletter with your staff!

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Seasons Greetings!

We wish a happy, healthy and restful holiday season to all *Special Edition* readers.

ESS Staf



A note to our readers:

Special Edition is a publication of the Arizona Department of Education, Exceptional Student Services. Its purpose is to provide information about current legislation, methodologies, best practices, available materials and resources and upcoming events to individuals who work with students with special needs. If you wish to be placed on the mailing list, please let us hear from you.

The Special Edition is now available at our web site!

See: www.ade.az.gov/ess/cspd/

Write to: Arizona Department of Education
Exceptional Student Services
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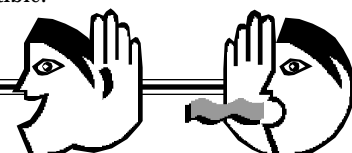
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Professional Development Planning Guide



Be on the lookout for the forthcoming Professional Development Planning Guide, a document that will provide schools with the tools they need to design, implement, and evaluate school-wide systems of professional development!

The Arizona Department of Education is producing the guide in collaboration with the Arizona Professional Development Leadership Academy (PDLA), which works on the state level to implement a comprehensive professional development plan to ensure success for all students. The local education agencies (LEAs) participating in the capacity building grant process to generate Professional Development Plans will also contribute to the guide through their implementation of and feedback on the guide content.

The hard copy of the guide will be available as an AZ-TAS document. In addition, special “online only” sections will assist readers in locating the latest research on professional development in education. The PDLA will update and expand the online resources on a regular basis.

Several trainings will follow the publication of the guide, beginning with Carole Schmidt’s presentation of the National Staff Development Council’s (NSDC) *Standards for Staff Development* on January 30th in Phoenix. In the spring, additional trainings will prepare representatives of professional development teams to implement the strategic planning process in their schools.

Check future issues of *Special Edition* for more details on the Professional Development Planning Guide, as well as announcements regarding related trainings. For more information, please contact Miriam Podrazik at 602.364.4005 or mpodraz@ade.az.gov.

New superintendent of Arizona’s schools

Tom Horne will be sworn in as Arizona’s Superintendent of Public Instruction on January 6, 2003. The Harvard Law School graduate and former state legislator has spent 24 years on the Paradise Valley Unified School District school board, the last 10 as president.

Mr. Horne campaigned as a supporter of passing the AIMS test as a requirement for high school graduation, but has what he terms as “minor” changes in mind. He also wants to enforce the ban on bilingual education so that every child learns English. His vision for academic excellence in Arizona’s schools includes all students reading by grade three, an emphasis on discipline and character education, as well as efficient administration.

Mr. Horne resides in Northeast Phoenix with his wife Marty. They are the parents of four adult children.

A special thanks to all of the article contributors for this issue.

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Phoenix will get first high school in U.S. aimed at training teachers

By Sara Thorson

The Arizona Republic, Thursday, September 26, 2002

A new high school tailored to students who know they want to become teachers when they grow up will open next fall in downtown Phoenix.

The Teacher Preparation Charter High School will train students as teachers and help them earn college credit along with their high school courses. It will be run by the Maricopa County Community College District.

Administrators presented the plans for the new high school to U.S. Undersecretary of Education Eugene Hickok on Wednesday September 25, 2002] as he stopped off for breakfast at South Mountain Community College. Hickok said he was pleased to see the state combating the teacher shortage. "One of the challenges, especially in Arizona, is the way we compensate teachers," he said. "We're kind of ignoring supply and demand."

District officials are calling the teacher-prep school the first of its kind in the nation and expect it to serve as a model for other charter schools. Eighty students ages 14 to 21 will be enrolled when it opens in 2003. "It will serve as a pipeline for students to go from high school to college to teaching in the classroom," said Fred Gaskin, chancellor of the college district.

Ken Atwater, president of South Mountain Community College, said some of the high school students could earn enough credits to enter college as sophomores. "There will be opportunities to take a lot of classes for dual enrollment," Atwater said. "Some of the students might almost have enough for an associate's degree by the time they graduate."

Phoenix College and South Mountain Community College will coordinate the charter school's curriculum. The two colleges were selected because of their teacher-training programs and partnership with Arizona State University.


Hickok attended the meeting to hear about South Mountain's Dynamic Learning Program, which helps community college students get hands on training in classrooms before they transfer to ASU to finish their degrees.

David Newson, a first-year music education student in the Dynamic Learning Program, said it's important for future teachers like him to get experience. He interns in a choir class at Cesar Chavez High School in Laveen. "It's almost like we're in the field already," he said.

State funding will support the new charter school. Plans are to hire a principal this fall and at least three teachers by April. It will be housed at City Colleges Center, an education facility at 640 N. First Ave. in downtown Phoenix that is run by Phoenix College. The high school will be able to use resources provided by the college district, including computer labs and libraries.

Gaskin added that the principal will be responsible for promoting the high school to incoming high school students, but that interest already seems high. "Anybody who has heard about this in passing - administrators, students and parents - has said, 'I think this thing is going to be great,'" he said.

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EAPN

If you have not visited the Enhancing Arizona's Parent Network's (EAPN) web site recently, please do so. Print, copy and distribute the Training and Event Calendar so your community can be aware of the wide variety of activities and events occurring in your area. The Information and Leadership articles on the web site are updated regularly. "Bookmarks" are a great promotional tool for getting the word out to families about this invaluable resource. If you would like copies in English or Spanish, contact Becky Raabe at beckyraabe@aol.com or 928.526.2566.



Web sites for para educator training

An array of differentiated staffing patterns are being implemented as more and more paraprofessionals are taking on various roles within educational environments. Check the following web sites for some resources that are available.

The Classroom Teacher's Guide for Working with Para educators:
<http://www.nprinc.com/catalog/spec-ed/inclusn/paraeducator-4video.htm>

How to Be a Para Pro:
<http://www.nprinc.com/catalog/spec-ed/inclusn/howto-parapro.htm>

The Paraprofessional's Guide to the Inclusive Classroom:
<http://www.nprinc.com/catalog/spec-ed/inclusn/para-guide.htm>

The Personal Planner and Training Guide for the Paraprofessional
[Http://www.nprinc.com/catalog/spec-ed/inclusn/parapro2.htm](http://www.nprinc.com/catalog/spec-ed/inclusn/parapro2.htm)

Reading independence for all learners: Strategies for the elementary school

- Strategy 1:** Start with proven, cost-effective programs
- Strategy 2:** Select instructionally relevant assessment practices
- Strategy 3:** Design the beginning reading program as an early, effective, two-year experience
- Strategy 4:** Grade two should provide the safety net and the application experiences
- Strategy 5:** Grade three should ensure that reading opens the door to the total core curriculum
- Strategy 6:** Regular education, resource professionals and paraeducators should form a single instructional team with a single curriculum
- Strategy 7:** Use achievement information to systematically and progressively improve instructional quality
- Strategy 8:** Instructionally link the school with all community resources

Strategies listing excerpted from a larger document of the same name by Alan M. Hofmeister Ph.D. Reprinted with permission. Go to www.usu.edu/moose/Resource/Independ/ to view the complete document.

SUPPORT Cadre: a valuable resource

On June 28th, 2002, 28 SUPPORT Cadre consultants from all over the state met to become acquainted, network, and share stories of their Cadre experiences. The venue was informal, the effort noble.

The SUPPORT Cadre offers guidance and shares specific skills and knowledge within the infrastructure of Exceptional Student Services (ESS) Comprehensive System of Personnel Development (CSPD). CSPD, under the management of Miriam Podrazik, promotes the professional development, recruitment and retention of more than 3,500 special educators in Arizona. The Cadre supports CSPD efforts by:

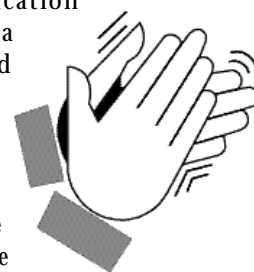
- Helping educators recognize that quality assurance is an accountability issue, not only a “best practices” issue in publicly funded programs
- Providing collegial support, supervision and mentoring activities, which offer professional development opportunities that keep talented practitioners in direct service
- Individual consultation is likely to be a cost-effective investment by helping to develop a teacher's confidence, thereby improving personnel retention

This free service, available to educators in public education agencies, can be a valuable tool for the development and strengthening of a variety of professional skills. During the 2001-2002 school year, the ranks of SUPPORT Cadre consultants grew from 35 to 70+ throughout the state, many with multiple areas of expertise. Sixty-nine consultations were conducted, 10 of which were with repeat customers. The two most frequent requests involve assistance with (1) behavior disorders and (2) administrative issues.

If you would like to find out more about using this service or how to becoming a consultant contact June Torrance, SUPPORT Cadre Coordinator at jtوران@ade.az.gov or at 480.570.9046.

Two schools ace monitoring!

Two schools aced their special education monitoring this fall: Coolidge Unified and James Madison Preparatory. Both managed to achieve the rare result of “In Compliance” ratings in all five of the areas the ADE examined during its regular monitoring which took place the first week of October. A five out of five compliance rating is very rare in the State of Arizona and is a particularly noteworthy achievement.



Coolidge Unified School District, under the guidance of Special Education Director Diane Wray, was in compliance in every single item considered under the area of “Child Find.” This was particularly challenging given the implementation of the new Child Find IGA. Especially considering Coolidge's small, rural nature and the difficulty of attracting and keeping qualified, trained staff in the district, Diane deserves a great deal of credit for training and motivating the faculty and staff in her district. She has been special education director for the entire period of time since Coolidge was last monitored.

James Madison Preparatory had the rare distinction of having two completely compliant areas: evaluation and delivery of services. The special education program, directed by Faith Batchelder since the inception of the charter in 2000, has developed compliance practices congruent with the fast growth of the school. The delivery of services model includes a variety of least-restrictive environment and several highly skilled contracted personnel. Student achievement was clearly documented not only in hard data, but also in parent, student and teacher reports.

There are rewards for such success. Because they achieved at least four “In Compliance” monitoring results, the schools will be able to apply for non-competitive Capacity Building Grants. Also, since their excellent results left only a few minor items on their corrective action plans, they should easily be able to complete them within a year, which will earn each of the schools four free registrations for next year's Directors Institute or any other ADE/ESS conference.

Well done!

Special education emergency supplemental funding

There are federal funds available to public education agencies for emergency special education needs. These funds are limited in both amount and scope. Monies are granted upon demonstration that the education agency is in fiscal difficulty due to situations involving students who are eligible for special education services but whose enrollment could not have been anticipated during the normal budget planning process. The most common situation is the unexpected enrollment of a child with significant disabilities requiring support over and above services generally provided by the education agency. Rapid growth in special education preschool programs can also qualify. Other circumstances are considered on a case-by-case basis.

Please contact Kristen Dewey at kdewey@ade.az.gov for a complete packet of information and an application, or you may call her at 602.542.5447. An on-line application will be available soon.



InterAct recruiting new sites for student led IEPs!

Introducing...



InterAct Arizona, of the College of Education at Arizona State University West, was awarded a three-year grant entitled Outreach Project for Children with Disabilities from the U.S. Department of Education, Office of Special Education and Rehabilitation. The InterAct Arizona Student-led IEP Outreach Project will initiate student-led individualized education programs (SL-IEPs) in 54 school sites in Arizona over the next three years.

Using SL-IEPs, students learn about their disability, their strengths and needs, and how to share that information with others. They gain knowledge about the accommodations that help them succeed and how to ask for needed support. Students are introduced to legislation that safeguards their civil rights. They attain skills to develop their IEP, facilitate their IEP meeting, and become more involved in the implementation of services.

Project objectives include: (1) select outreach sites, (2) form on-site SL-IEP support team, (3) provide training and technical support to on-site SL-IEP teams, (4) develop and implement on-site SL-IEP team management plans, (5) implement SL-IEP as a sustainable model in school sites and at the state level, and (6) conduct quantitative and qualitative evaluation of the project.

Anticipated significant results:

- Implementation of SL-IEP model in a variety of school and classroom settings
- Expansion of SL-IEP model to serve a broad spectrum of students by age, disability, and culture
- Involvement of at least 500 students in SL-IEPs
- Increased participation of parents, students, educators, and other IEP team members in IEP meetings

- Increased awareness of related stakeholder groups about SL-IEPs
- Incorporation of SL-IEP model in ongoing professional and personnel development systems
- Established interagency collaboration to sustain SL-IEPs in the state
- Interactive, state-of-the-art SL-IEP products including web site, CD-ROMs, videotapes, procedure manuals, annual "best practices" compendium, and pre-service module for personnel preparation programs to facilitate replication of the model

Project staff include Laura L. Love, Ph.D., Principal Investigator; Athena Hapner, M.Ed., Project Coordinator and Michael L. Wehmeyer, Ph.D., External Evaluator (Beach Center on Disability, University of Kansas).

If you are a teacher or know of a teacher interested in starting student-led IEPs with students of any age, disability and culture and in any instructional setting, please contact:

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Celebrating . . .

Rural pupils ace AIMS

Hard work, focus credited for third-graders' success

By Pat Kossan

Arizona Republic Monday, September 9, 2002

It's not supposed to happen here. The Valley's best scholars aren't supposed to be from a tiny, one-school district 50 miles west of downtown Phoenix. Not kids who learn in an old Arizona farm school with one wing boarded up after a fire. Not in a school where half the students are just learning English and where most are poor enough to qualify for free lunches. Yet only two of 18 third-grade students from Arlington Elementary School failed the reading and math portions of the 2002 AIMS test. Only two of 17 failed the writing section.

These third-graders didn't just pass AIMS, according to an *Arizona Republic* analysis. They ripped right through it. Arlington's nine English-speaking third-graders scored high enough in reading and math to land in Maricopa County's top 10, sharing the honors with third-graders in the best suburban schools, such as those in Paradise Valley and Scottsdale districts.

This is the same AIMS math test that nearly 40 percent of Arizona's third-graders failed; about one out of four failed reading and writing. So how does this happen at Arlington Elementary School, where 188 students go to learn? Where some kids ride a bus for 90 minutes just to get to school. Where the 750-square-mile district is enveloped in cotton and hay fields that run up to ruffled edges of desert skirting the Gila Bend Mountains.

Is someone cheating? "I believe the scores are legit," said Chad Turner, the school's 30-year-old principal and superintendent. "I have no reason not to believe that."

State schools chief Jaime Molera isn't surprised at Arlington's success. He's surprised at people's reaction. "It just goes to prove we have two sets of expectations: one for kids who live in Paradise Valley and one for those who live in Arlington. It doesn't matter where kids live in this state, they can achieve."

No magic wand

The school has no band, no physical education teacher, a 20-member volleyball team, and a 20-member flag football team that plays in a three-school league. "Count all of the above as part of the answer to its success rather than a barrier to success," Turner said. "I wish it were a magic wand," he said, "but it's not."

If Arlington were smaller, kids would be in combined classes with one teacher juggling lesson plans for three grades. If Arlington were growing, teachers would be overloaded with students and short on desks and books. Arlington is just the right size to work, with about 20 kids in one class of each grade. "I can go in as the

superintendent and eat green eggs and ham with the kindergartners," said Turner, a hometown boy and Buckeye Union High graduate.

Turner's district receives a little more than \$1.2 million in state and federal money a year, and Turner pays his teachers more than competing districts to draw the best to the rural school. Eight out of 11 are certified to teach English as a second language.

Three years ago, the school decided to beat the AIMS test. It called in a specialist, began an 18-month "hard line standards" redesign and zeroed in on kindergartners through third-graders. Teacher stripped down art projects from three to one session each week and cut out "fluff," such as the dinosaur unit third-grade teacher June Blackson, 51, loved to teach. Music became an elective. They bought an accelerated computer reading program, workbooks filled with AIMS writing and reading practice exercises, and a new math program.

"No work, no play"

Grace Molina gets the new kids who only speak Spanish, and give them a daily dose of English vocabulary and sentence structure. "We've been working with them for two years," Molina, 53, said about her third-grade stars. "And I don't let them off the hook. No work, no play." Molina, a Mexico native, is married to a truck driver, and her four children graduated from Arlington. All have college degrees. The no-excuses Molina had just sent two of her students to detention for not learning vocabulary words.

Not knowing vocabulary words is an offense at Arlington that can lose a student 15 minutes of recess. But the school has worse discipline problems. Several eighth-graders were caught knocking on classroom doors and then running away. "We had to nip that one in the bud," said Turner, who tries to explain this to disbelieving colleagues. "I tell them to think of your school 30 years ago, only with a little technology."

After Molina's kids prove they're 30 percent fluent in English, they get passed to a reading specialist. Once the AIMS push began Latoyia Sawyer spent more time with younger kids. "We try to do a lot more writing. They need sentence structure," Sawyer said. "Before, I was trying just to get them to read." Sawyer, 60, is an Arlington resident, whose husband builds dairies. Her four children are Arlington graduates, too, and one of her sons roomed with Turner at the University of Arizona. "We've never seen much need to go out of Arlington," Sawyer said.

. . . Success

Money stretches

The school's federal money stretches far enough for Turner to pay for a family liaison. Ana Soto works in the summer as the custodian. But during the school year, Soto and her aide make sure students see a dentist, a doctor, get their eyes checked, have decent school clothes. Her families work the local fields or pack eggs. Soto always feels welcome in their homes. "The parents, especially if it's about education, they want to know about it," Soto said.

Adult English classes

This year, the Arlington district set up adult English classes two nights a week. Twenty-two parents filled the class, and there's a waiting list.

It's true that test scores have climbed, but less so in the fifth and eighth grades where students "didn't hit the hard core AIMS teaching until 2000," Turner said. Third-grade students, who spent most of their time in the new AIMS-centered program, showed real progress. If its fifth-graders excel on this spring's AIMS, Arlington may show Arizona's education policymakers the way to a happy ending. "If they go in the tank," Turner said, "it may all have been a fluke."

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Editor's Note:

Update on Arlington School

Arlington School's principal Chad Turner's philosophy is as simple as supporting his teachers in every way possible, and being visible in every classroom. With eleven teachers, he admits this may not be possible if his school was larger. He is quick to point out that if any component of the school's make-up were to change, it could alter the current picture. They will continue to evaluate their approach every year and make adjustments they see as necessary in an effort to maintain the positive results achieved last year.

In the meantime, Turner continues to add new programs designed to combat issues identified as putting kids at risk. Arlington School began a pre-K curriculum on November 5th. This class that coincides with the adult English classes, will focus on English, colors, counting, and writing names, to prepare the children to begin kindergarten.

This young, married, father of two, relies heavily on a solid, dedicated, teaching staff who believes in the AIMS standard. Turner is highly visible when a new program starts up, then "turns over the reins" to his people, with spot checks to make sure the program is thriving. His goal is "continued growth in the AIMS scores for all grade levels."

You can reach Chad Turner at 623.386.2031.

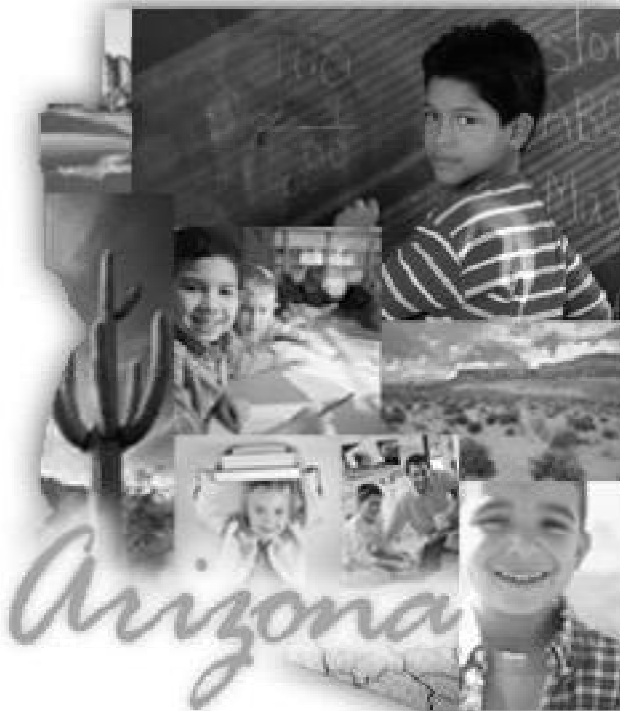
Arizona Educational Employment Board

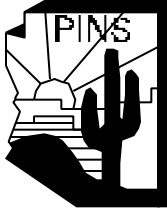
The Arizona Educational Employment Board (AEEB) is an information system developed to assist schools in hiring personnel and to assist individuals who are seeking employment.

The AEEB contains job postings for each of Arizona's numerous school districts, charter schools, private schools, secure care facilities, and other education agencies. The jobs that are posted range from principal to secretary and from 12th grade science teacher to preschool special education teacher.

Each posting has a detailed description of the job and contact information the searcher can use to learn more about the position. If the school has a web site, there will be a link next to the posting that the user may click on to find out more information about the school. If the contact person has an email address, the user may choose to email that contact person with a resume.

<http://www.arizonaeducationjobs.com>

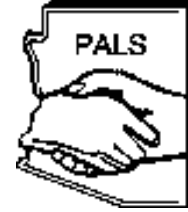




Parent Information Network

Arizona Department of Education

Exceptional Student Services



Web based teaching tips for the child with ADD/ADHD

Dealing with Impulsive Behavior in Children with ADD/ADHD; What you can do to help.
www.addinschool.com/elementary/impulsive.htm

Organizing your student with ADD/ADHD; How to organize their environment to help them succeed in school.
www.addinschool.com/elementary/organization.htm

This web site is devoted to giving tips for teachers on helping the student with ADD/ADHD improve their attention.
www.adhdparent.com/tips.htm

This web page has 12 things high school students with ADD/ADHD would like their teachers to know.
<http://add.about.com/library/nosearch/n12things.htm>

From The ADHD Owner's Manual, tips for teachers who are teaching children diagnosed with ADD/ADHD
<http://www.edutechsb.com/adhd/00037.htm>

Help your child who has attention deficit disorder succeed this year in school, by teaching them about organization, study habits, and responsibility through scheduling and encouragement.
http://coco.essortment.com/attentiondefi_rtbg.htm

The Transition of Children with ADD into Successful Adults,"
<http://www.enteract.com/~peregrin/add/trans.txt>

This web site is full of links to ADD/ADHD information for parents and educators.
<http://www.robinsnest.com/articles/adds.html>

Family related and family information web sites

AFT web site <http://www.aft.org/parentpage/index.html>

The Arc <http://thearc.org/>

Children with Disabilities
<http://www.childrenwithdisabilities.ncjrs.org>

Developing Partnerships
<http://www.ncpie.org/DevelopingPartnerships/>

Exceptional Parent Magazine <http://www.eparent.com>

Family and Advocates Partnership for Education <http://www.fape.org/>

Family Child Development Center <http://www.fcdc.org>

Family Village <http://www.familyvillage.wisc.edu>

Family Voices <http://www.familyvoices.org>

Family Management - *Spanish*
<http://www.familymanagement.com/facts/spanish/apuntes//.html>

Internet Resources for Special Children <http://www.irsc.org>

National Parent Information Network <http://npin.org/>

NICHCY (National Information Center for Children and Youth with Disabilities) <http://www.nichcy.org/>

Parent Soup <http://parentsoup.com/>

PACER <http://www.pacer.org/>

Parent Information Network <http://www.ade.az.gov/ess/pinspals/>

Parent Pals
<http://www.parentpals.com/gossamer/pages/autism/index.html/>

Special Needs Network (Military Families):
<http://mfrc.calib.com/snn/index.cfm>

http://www.bcpl.lib.md.us/~sandyste/school_psych.html

Early childhood education deemed essential to competitive success of Arizona

On August 29, 2002, Arizona Governor Jane Dee Hull signed an executive order creating the Arizona State Board on School Readiness. The group, made up of early education providers, advocates, and policymakers, is charged with developing a coordinated, efficient and cost-effective delivery system for early childhood programs in the state of Arizona.

For the past year, Children's Action Alliance has sponsored a task force, chaired by Arizona Public Service CEO Bill Post. It is comprised of practitioners, business leaders and advocates, to examine what other states have done to improve access to quality preschool and prepare recommendations that will be forwarded to the state Board of Education. The following is a portion of the Executive Summary of *Growing Arizona*, the report from the task force that was released on December 9, 2002.

Arizona business knows that our competitive success in the 21st century depends on the quality and productivity of our workforce. It is a simple fact that the workforce of tomorrow cannot meet competitive demands if children in elementary schools today are not on track to learn and succeed.

The reality is that our state has a long way to go to achieve the kind of educational success it needs. Arizona has the highest rate of school dropouts in the nation and nearly half of all fourth graders are reading below basic levels. The Arizona School Readiness Task Force believes that our children's care, development and education prior to entering the formal school system are the seeds we need to plant for Arizona's future.

The task force's conclusions are based on recent landmark brain research confirming that a child's earliest years dramatically shape lifelong learning capacity and behavior. Educational success depends, in large part, on what happens to children before they ever start school.

To prepare children for success in kindergarten and beyond, childcare and preschool must have the following six key components: trained, qualified teachers; teacher salaries and benefits comparable to kindergarten teachers; low teacher turnover; low child-to-teacher ratios; parent partnerships; and, enriching classroom and teacher materials.

There are several major barriers to elevating the quality of childcare and preschool on a broad scale, two of which are duplication and fragmentation within the governance structure, and cost. The Arizona School Readiness Task Force presents the following recommendations to improve the quality of early education and overcome barriers.

Improving Quality

- Require training for childcare and preschool teachers

- Provide salary compensation for child care and preschool teachers who complete specialized early childhood education and training
- Establish a voluntary quality rating system for parents to use in choosing childcare and preschool for their children
- Provide financial resources and incentives so that childcare centers and preschools can make the investments needed to improve their ratings

Governance

- Develop a statewide mechanism to improve the coordination and delivery of childcare and preschool in Arizona (state Board for School Readiness)
- Create a cohesive and comprehensive multi-year plan to coordinate and improve child care and preschool services, and to enhance public and private investment in school readiness

Finance

- Provide financial support for childcare and preschool through diversified sources
- Encourage employers to offer employees the federally allowed pre-tax payroll deductions for child care
- Launch a campaign by employers to provide information to employees about available publicly funded childcare subsidies and to assist employees in enrolling in this program
- Create a public fund-matching program for employer contributions to childcare and preschool

These recommendations are substantial and putting them into action will require long-term commitment and significant resources. Success will require leadership from both the business community and state government. Arizona's future depends on planting the seeds and nurturing their growth.

To read the complete text or to order a copy of *Growing Arizona* please visit www.azchildren.org.



Special Education Advisory Panel (SEAP)

The Special Education Advisory panel consists of members appointed by the governor that are representative of the state population and are involved in, or concerned with, the education of children with disabilities. It addresses the following areas.

1. Advises the state education agency (SEA) of unmet needs within the state in the education of children with disabilities
2. Comments publicly on any rules or regulations proposed by the state regarding the education of children with disabilities
3. Advises the SEA in developing evaluations and reporting on data to the secretary under Section 618 of the Individuals with Disabilities Education Act (IDEA).
4. Advises the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of IDEA.
5. Advises the SEA in developing and implementing policies relating to the coordination of services for children with disabilities

Remaining meeting dates:

January 21, 2003
March 18, 2003
May 20, 2003

All meetings will be held from 9:00 am to 3:00 pm in Room 417 at the Arizona Department of Education, 1535 W. Jefferson Phoenix, AZ.

Parents and professionals are encouraged to attend. Agendas are posted on the web site and at the department. Contact Jeannette Zemeida at zemeid@ade.az.gov or 602.542.3855 for details.

Mandatory Pre-proposal meeting for applicants

2004 Creating Disciplined Schools Grant (CDSG)

When: January 14th from 9 a.m. to noon

Where: ASU West, La Sala/UCB

Successful CDSG applicants will work with the Arizona Behavioral Initiative (ABI) to implement Positive Behavioral Supports throughout their schools and districts. An application for this grant will be available online <http://www.ade.az.gov/gme> soon, but to be considered for selection in the project, a representative of your local education agency *must* attend this information session at ASU West. Plan to attend on behalf of your school or district to learn more about grant requirements and the benefits of working with the ABI to create more disciplined and effective learning environments for all.

For more information or to RSVP for this event, contact Karen Pukys, pukys@asu.edu; Joan Oakes, joan.oakes@nau.edu; or Jolene Ferro, jbferro@email.arizona.edu

Exceptional Student Services (ESS) is preparing to open the special education regulations in the January of 2003. The Special Education Advisory Panel (SEAP) will continue the process of reviewing the proposed changes. To view the proposed changes, log on to www.ade.az.gov/ess.

IDEA delayed

Anyone who was counting on the reauthorization of IDEA before the end of this year will be disappointed. According to political observers, the elections held in November and the scheduled Thanksgiving and Christmas recesses didn't allow time to get beyond pressing issues like Iraq, homeland security, and the 2003 budget.

For a while there was concern that tackling controversial IDEA issues like discipline of students with disabilities would be a roadblock to the Act approval. However, the mood has changed, and it is the expectation of lobbyists that there will be an effort to bring about a bipartisan agreement such as was seen on the ESEA, which was reauthorized in the "No Child Left Behind" Act of 2001.

Williams Syndrome

by Ellen Nichols

“What’s your name? What do you have in there? Why are you getting that?”

This barrage initially startled the middle-aged woman who moved into the checkout line behind the overly friendly and inquisitive child. Then the woman began to patiently answer eight-year-old Julia’s questions. This is the type of encounter Ellen and Phil Nichols have come to expect with their daughter.

Julia was 4 months old when she was diagnosed with Williams Syndrome (WS). The Williams Syndrome Association provided much information and support to the family from the beginning. To learn of the friendly, compassionate nature of people with WS was very heartening for them. Julia has consistently demonstrated a deeper level of love and acceptance than many people ever see.

In July 2002, the National Williams Syndrome Association sponsored a national convention for educators, medical professionals and the families of people with WS. The Nichols learned that the special education Julia is receiving at school and their parenting style at home is right on course. However, some new information has motivated them to continue to learn how they can do everything possible to aid Julia in her development. It is their desire to share this information, hoping that it will be beneficial to educators and other parents.

William’s Syndrome is a multiple system syndrome resulting from a number of deleted genes on chromosome number seven. It affects males and females of all ethnic groups and occurs once in every 20,000 births. Among other challenges, people with WS have cognitive deficits, adaptive behavior weaknesses and many struggle with Nonverbal Learning Disorder (NLD). Researching the syndrome has provided much information about how the human brain works and how to help a person with WS reach their full potential.

Assessment by a psychologist and evaluations by physical, occupational, and speech therapists must be administered before developing an educational plan for a child with WS. Teachers, therapists, parents and psychologists need to work as a team to enhance a child’s strengths and improve weaknesses.

Intentionally leveraging on the cognitive and adaptive behavioral strengths of a child with WS must be a priority in academic instruction. Individuals with WS have a great capacity to learn and develop skills that will aid them as they mature into contributing adults in the community.

Cognitive strengths include auditory rote memory and language. Music and repetition are helpful in learning phonics, math facts, spelling and vocabulary. Consistent routines and engaging students through conversation and verbal responses are essential to helping students with WS learn.

Visuospatial construction is a cognitive weakness to maneuver around. Writing and math require great effort. Pencil grips, slant boards, and a

handwriting program that uses verbal instruction to “talk through writing are helpful. A math program that is incremental and use worksheets that have few distractions, and a little practice daily, will help the student to master the concepts. The extensive use of manipulatives and “talking through” problems is effective in teaching the connection from concrete, to symbolic, to abstract.

Reading is a strength and is best learned through a phonetic approach. However, comprehension is a skill that is difficult and must be intentionally worked on. Verbal discussions about the main idea, context and drawing conclusions will aid a student in his comprehension.

Strengths in adaptive behavior include communication skills and some aspects of socialization skills. People with WS are reading faces all the time. They are strong in social perceptual aspects of socialization and communicate with anyone who will talk with them. Though this is a definite strength, for safety reasons it can be a glaring area of weakness. According to Dr. Dean Mooney, Ph.D., seven out of eight students with WS have Nonverbal Learning Disorder (NLD). A person with NLD does not comprehend 65 percent of communication that is nonverbal such as, body language, tone of voice, inferences, and context. Therefore, social cognition - reasoning or making complex social judgments - must be taught through social scripting. Everyone including teachers, parents, therapists and friends in the student’s life can help instruct him as they interact in different social settings.

The following titles and web sites provide additional information about Williams Syndrome:

The National William’s Syndrome Association (WSA) publishes a quarterly journal that provides information on how to best aid a person in their development physically, socially, and academically. Their web address is: www.williams-syndrome.org.

Two excellent resources on NLD are: *The Source for Nonverbal Learning Disorders* by Sue Thompson and *Bridging the Gap, Raising a Child with Nonverbal Learning Disorder* by Rondalyn Varney Whitney.

Dr. Dean Mooney’s web site is: www.DrDeanMooney.com.

Ellen and Phil Nichols have made a CD copy of the William’s Convention and some additional resources for teachers, psychologists and therapists recommended by the WSA, including *Information for Teachers*, a booklet regarding testing and therapy techniques, available to Exceptional Student Services. Contact Alice Villarreal at avillar@ade.az.gov or 602.542.3852 for more information.

Phil and Ellen Nichols have lived in the Valley for six years. They have four daughters, including Julia, two of whom Ellen home schools. They can be reached at lnknichols@juno.com or by phone at 623.937.6190.

GIFTED EDUCATION

Learning Circle pronounced a success

by Roberta Schechter

The Learning Circle program is a unique partnership between Osborn School District and Phoenix Indian Center. The program has many education components. One segment is in-class reading tutors who assist students in reading skills. There is an after-school Native American Curriculum program that provides cultural education that aligns with the state's academic standards. A parent involvement component provides family nights, family field trips and parent/child education classes. Finally, there is a summer enrichment program for Native American students who are gifted or choose to advance their academic skills.

Sacred Circles

This past summer two enrichment programs were offered. A math camp called Sacred Circles designed for grades two through six was held at Solano Elementary and a Leadership Academy was held at Osborn Middle School (OMS) for grades six through eight. The pilot programs proved to be successful and met the needs of the children who attended. Many gifted and talented Native American students have risk factors due to peer pressure to ditch or drop out of school, do drugs, or party to the detriment of their studies. Parental pressure to follow tradition and culture in an urban setting can be equally daunting. There is also a feeling among the students that intelligence is not prized, and that most Native Americans cannot be successful. The programs' goals were to move students out of risk to a protective environment that provides educational enrichment.

The premise for the Sacred Circle math camp was based on research done by Roberta L. Howard Schechter and Chris Hardaker of Earthmeasure. The program utilizes the principals and concepts of Native American geometry and design to meet the learning patterns of Native American culture, which, for example does not include the concept of zero. To prevent Native American students from falling behind, concepts of measure that they are familiar with are taught first. Once those are mastered, the student can move on to understanding the semantics of zero point.

Twenty-two students from grades two through six were enrolled in his program that lasted for three weeks. Pre/post testing showed an average gain of 1.2 months growth in math on a grade equivalent scale. Students that didn't know how to use a ruler at the start knew zero point on a ruler, protractor and compass at the end. Students easily grasped the concept of precision and accuracy. The art designs of geometric patterns created an enthusiasm that couldn't be interrupted by free time or snacks. By the end, most students could figure out an unknown variable in an angle equation by measuring or by math calculation. To further understand this program, check out Chris Hardaker's web site at www.earthmeasure.com.

Leadership Academy

The Leadership Academy at Osborn Middle School (OMS) was designed to reinforce academic achievement and build a base of leaders that would mentor other Native American students at OMS and the elementary schools. The program was service learning based. Student surveyed the Native American community and identified the most important needs. (1) Native American role models that have succeeded (2) Substance abuse prevention and (3) Understanding the issues Native Americans face socially, economically and politically.

During the first week of the Leadership Academy the students from OMS visited and worked in professional offices of Native Americans, including the Phoenix Indian Center. Harrison Hamada, Vice President of Arizona Indian Living Treasures Awards instructed the students on how to build and maintain a web page (see www.learningcirclehssites.com). His organization also donated the first three months of the web site.

The following week the students traveled to the Navajo Nation carrying a campaign message of drug, alcohol and suicide prevention. Student met with dignitaries from the Navajo Nation like Judge Gilmore Glenda Tsosie, Officer Smith, Lt. Wauneka, and Capt. Begay. They also met with Arizona State Representative Albert Tom to discuss Native American issues. As part of the substance abuse outreach, student designed, painted and constructed billboards to be placed along the highway with their campaign message. They were joined by Native American members of the Army National Guard. The students stayed at Dine College and met the administrator and toured the campus. Lunch was served at Chinle High School, considered by many in the Native world to be very progressive. The principal, Dr. Charles Foster is highly respected among Native Americans. Every dignitary the students met impressed upon them the importance of an education and modeling leadership skills.

Students returned the following week to write outlines to be presented at the beginning of the 2002-2003 academic year. Each one made a commitment to lead and mentor their peers toward higher education.

In the post surveys, students stated that as a result of the Leadership Academy they could withstand the taunting of "school boy or school girl" since they now understood the importance of receiving an education. They recognize that their learning is vital for themselves and the future of their people.

The overwhelmingly positive results and acceptance of these two pilot programs highlight the critical need for this type of enrichment for students. The programs will be expanded next year.

Roberta Schechter is the Director of Education Services at the Phoenix Indian Center. She can be reached at rschechter@phxindcenter.org.

Book Corner



Re-forming Gifted Education: Matching the Program to the Child

By Karen B. Rogers, Ph.D.

In her work as a university professor, Karen Rogers often consults with schools regarding gifted children. After helping to design customized education plans for over 150 gifted children, she pulled together her knowledge of the research, of what works, as well as the learning traits of gifted children. The result was an easy to understand book to guide parents and educators through the process of designing appropriate education plans for their students.

Dr. Rogers begins by discussing the wide variations and range within the "set" of gifted individuals, as well as difficulties typically encountered in schools due to asynchronous development. Many education options for gifted students—ability grouping, acceleration, independent study, mentorship, advanced classes, clustering, send-out programs—are described. A summary of the research, along with the academic growth that can be expected from each option, is provided.

She offers detailed advice on designing a program. The first step, she says, is to classify the giftedness. A variety of questionnaires (Appendix A) are supplied to use for this purpose. Samples of yearly education plans are included as well as helpful tips for negotiating with school staff. Dr. Rogers also presents comprehensive listings of resources such as Saturday and summer programs, competitions and contests, magazines for children, and a short reading list of recommended books for gifted children.

Although written primarily for parents, the book is important for school administrators and teachers as well. This is true particularly if they are unfamiliar with the large body of research in gifted education, and particularly for situations when parents of a highly gifted child may come to the school to request a meeting to design an education plan. Knowledge of possible program options, and the research behind them, will help all who are involved.

Dr. Karen Rogers is professor of Gifted Studies in the Department of Curriculum and Instruction at the University of St. Thomas, in St. Paul, MN. She has published over 80 articles about gifted and talented students, and is one of the leading researchers in the field. She is the parent of three adult gifted children, and grandmother to five young boys. Re-forming Gifted Education ISBN 0-910707-46-4 is made available by Great Potential Press at a cost of \$28.00. It can be purchased online at www.giftedbooks.com.

Reviewed by Jan Gore, gifted education consultant, Anodyne, Inc. She can be reached at janetgore@aol.com.

New capacity building grant second year funding requirements

ADE/ESS has introduced a new procedure for capacity building grant second year funding. Second year renewal applications will be online through Grants Management Enterprise on March 1, 2003, with a deadline of April 30 for each of the first year capacity building grant.

The second year renewal application will consist of your grant's project second year budget and justification for anticipated expenditures. For the first time ever, the grant's coordinator will also be given the opportunity to revise second year project goals and benchmarks. The second year renewal application is limited to the grant's first year approved amount. Online approval by ADE/ESS Funding Unit starting after July 1 will release up to 10% of the grant's second year funds and will automatically put the grant on programmatic hold until the receipt and approval of the project's first year completion report. Failure to submit the second year renewal application by the deadline will result in termination of the project after the first year.

Completion reports for the first and second project years will be online through Grants Management Enterprise on July 1, 2003, with a deadline of September 30. Failure to submit the completion reports by the deadline will result in the project funds, or other ESS federally funded projects, being placed on programmatic hold until reporting requirements are fulfilled.

ADE/ESS hopes that the new procedure will allow grant recipients to access funds earlier, which will permit the continuation of services with little or no disruption.

Please direct questions to Celia Kujawski at ckujaws@ade.az.gov.



Wanted: grant application readers

The capacity building grant effort has seen significant growth in recent years, to the extent that the number of grant applications has surpassed the current resource pool available to read them. Many of those who participated in the last grant review expressed the opinion that it was a terrific learning experience for writing a successful application.

If you would like to be considered for future grant reading opportunities and have not previously been asked to participate, we would like to hear from you. Please express your interest in email to ckujaws@ade.az.us. Include your name, education agency affiliation (if any), mailing address, phone number, and email address.

If you were contacted this past year, even if you did not participate in the review, you are already on our list of grant readers and you do not need to respond to this appeal.

Capacity building grants

The article that ran in the Fall 2002 Special Edition has been updated to reflect some significant changes.

Please read carefully so you do not miss anything important to your grant application process.

Capacity building grants are two-year competitive grants. Generally, applications may be funded up to \$12,500 per school or up to \$25,000 per public education agency applying on behalf of two or more schools. A grant is awarded for two one-year periods, depending upon the continued availability of funds. Applications or capacity building funds must address one of the ten priorities established by the Arizona Department of Education, Exceptional Student Services (ADE/ESS). These priorities were determined from observing national and state trends and by input from parents and educators at the local level.

Alternative Programs for Students with Emotional Disabilities

The purpose of this grant is to assist schools in the development and provision of alternative programs in schools, which will prevent students with emotional disabilities from being placed in day treatment or residential programs.

Best Practices for Child Find and Transitioning Children from AzEIP to Preschool Programs

The purpose of this grant is to support child find, training, policy and procedures development, and interagency coordination to develop and/or expand a system that will identify and transition children from the Arizona Early Intervention Program (AzEIP) to preschool programs with a minimum of disruption in services to each child. Applications must address these priorities and be written specifically for the needs of the population served.

Collaborative Model for Identifying Students K – 3 Prior to Being Referred to Special Education

The purpose of this grant is to support the development and growth of collaborative partnerships with other agencies and/or individuals in the identification of at-risk students grades K – 3 before they are referred to special education. The grant should also provide these students with the resources and interventions each needs to achieve success in an identified area of deficiency. Speech/language difficulties, reading difficulties and behavioral problems are the three most common causes for referring children for special education services. Funds from this grant can be used to develop new programs or to augment and improve existing collaborative partnerships.

Counseling Services

Funds for this priority are used to increase counseling services to students with disabilities. Presently, a proposal for Counseling Services must support direct services to students. An approved Counseling Services grant can provide funds to hire a qualified counselor or purchase counseling services from a qualified outside professional source. Special consideration will be given to proposed programs that focus on the provision of services and support to students with low incidence disabilities and their families. Grant eligibility includes staff representation at one of three mandatory pre-proposal conferences. Be sure to check this grant's Fund Alert and Application Download to confirm any changes that may have occurred in this grant's program focus.

Creating Disciplined School Environments

The purpose of this grant is to assist school districts and charter schools in the development of improved behavior management systems that will decrease problem student behaviors resulting in increased student achievement. The grant operates in collaboration with and under the supervision of the Arizona Behavioral Initiative (ABI). The ABI is a collaborative effort between the Arizona Department of Education, Arizona State University, Northern Arizona University, and University of Arizona, with support from the National Center for Positive Behavioral Interventions and Supports. The goal of the ABI is to provide educators administrators, and other education professionals with ongoing professional development and support to enable schools to create safe, positive, teaching, and learning environments for all children and teachers. Grant eligibility includes staff representation at the mandatory pre-proposal conference on January 14, 2003. Be sure to check the grant's Application Download for pre-proposal conference registration information. For more information on ABI and this grant priority, you may visit <http://abi.ed.asu.edu>.

Improved Parent and School Decision Making

Proposals for this grant must focus on the development of practice for improving parent and school collaborative decision-making and encourage the use of effective methods to resolve disagreements. A proposed project in this priority may include using resources and/or services provided by the education agency's Parent Information Network Specialist (PINS). For more information on the Parent Information Network, log on to <http://www.ade.az.gov/ess/pinspals/>.

Paraprofessional Training

The purpose of this grant is to support in-service and/or pre-service training, which will focus on sustained learning through training activities for paraprofessionals in school settings. Areas of content training may include foundations of special education characteristics of learners; assessment and evaluation; instructional content and practice; planning and management; student behavior and social interactions; communication and collaboration; and professional and ethical practice. Funds from this grant must be used to assist paraprofessionals in obtaining two years of college credit or an associate's degree as stipulated in the No Child Left Behind Act of 2001, or in assisting paraprofessionals in passing a formal state or local academic assessment. The ADE is currently reviewing assessments for this purpose.

Promising Practices in Transitioning Students from School to Adult Life

The purpose of this grant is to support transition services for students with disabilities from school to adult life. The Individual with Disabilities Education Act defines transition services as "a coordinated set of activities for a student with a disability that is designed within an outcome-oriented process, that promote movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community

participation. The maximum allowable grant amount for this priority is \$15,000 per year for two years.

Seamless Transition Through Community Collaboration

After confinement, incarcerated students with disabilities experience several obstacles and challenges that can interfere with successful transitioning from a secure care facility to the community. This is due primarily to a lack of transition planning while incarcerated; inadequate interagency collaboration with community service providers; lack of communication and fragmentation of services and agencies; lack of complete educational records for planning purposes; and lack of family involvement. The purpose of this grant is to address these challenges and develop a planned sequence of services or wraparound services for students to access after release from secure care settings in coordination with parole and other community agencies.

During the FY 2002-2003 application season, which ended on April 1, 2002, ADE/ESS received 208 capacity building grant applications. Federal funds in the amount of \$2,080,846 were allocated to cover the two-year grant period starting July 1, 2002, and permitted the approval and funding of 48 grants. For the first time, the funding of capacity building grants has reached the minimum amount that has been set aside in this discretionary funding source. This is very significant for future applicants, since it is anticipated that grant proposals will become even more competitive and funding status more difficult to achieve.

FY 2002-2003 was the first year that capacity building grant applications were available online through Grants Management Enterprise. As one would expect with a first-time effort, unanticipated problems occurred. ADE/ESS, aided by information collected from application surveys and other input, has worked to restructure parts of the application to make a more user-friendly and seamless online process.

FY 2003-2004 capacity building grant applications will be available online in the Fall 2002. This year's plan is to stagger the online accessibility and submission deadlines for groups of applications. This should help LEAs that are submitting multiple grants to meet application deadlines with greater ease. It may also prevent systems overload caused by many people logged into Grants Management Enterprise at the same time. We would like to remind applicant agencies to use the Application Downloads to assist in grant planning and structure before importing the information to the Online Application. Notification of grant accessibility will come by way of Fund Alerts through Grants Management Enterprise. It is the responsibility of public education agency personnel to periodically peruse Grants Management Enterprise for funding availability.

The planned schedule for capacity building grant online accessibility is as follows:

Targeted online availability: November 1, 2002

Submission deadline: February 1, 2003

- § Best Practices for Child Find and Transitioning Children from AzEIP to Preschool Programs

§ Improved Parent and School Decision Making

§ Paraprofessional Training

Targeted online availability: December 1, 2002

Submission deadline: March 1, 2003

§ Creating Disciplined School Environments

§ Collaborative Model for Identifying Students K – 3 Prior to Being Referred to Special Education

§ Counseling Services

Targeted online availability: January 1, 2003

Submission deadline: April 1, 2003

§ Alternative Programs for Students with Emotional Disabilities

§ Promising Practices in Transitioning Students from School to Adult Life

§ Seamless Transition Through Community Collaboration

Please note that the online accessibility dates are target dates for user availability, and the grant applications may not be available on the exact dates noted. ADE/ESS is working diligently to meet these dates, however, unforeseen situations may arise that prevent this from happening. All grant applications will be online as close to their accessibility dates as possible. Please do not call ADE/ESS for information regarding the accessibility of any grant if it is not online by the target date.

Here is an important note to those who are preparing to write a capacity building grant proposal. All capacity building grant applications *must* be submitted online through Grants Management Enterprise. Paper copies of grants will not be considered for funding, even if the deadline is met. Online submission is not sit or port restricted, however, it is common logon restricted. You may submit online from any computer that has Internet access, as long as you have common logon permission. If online submission is difficult from the administrative office, you should arrange computer time at the county school office, regional training center, university or high school computer lab, or contact the Grants Management Unit at 602.542.3452.

It is strongly recommended that applications be submitted as early as possible before the deadline to allow ADE staff to assist with unanticipated problems. The high volume of logons to Grants Management Enterprise, as experienced during deadline week of the FY 2002-2003 application submission, is almost guaranteed to cause more technical problems from system overload than staff can assist. Problems resulting in application submission delays could result in missed deadlines and disqualify some applications. There will be no deadline extensions.

For further information, contact Celia Kujawski at 602.364.4019 or email her at ckujaws@ade.az.gov.

Transition: meeting the requirements

By Wendy Collison

A glimpse at where we are today in meeting the transition requirements of IDEA



In March of 2002, the ADE/ESS provided an opportunity for schools to learn about the transition requirements established by IDEA '97 while simultaneously conducting a self-assessment session on their own abilities to meet the transition requirements in the IEP as outlined. This training and self-assessment session was held with three primary purposes: (1) Provide intensive training to school staff on the transition requirements, (2) Obtain data directly from student files to determine strengths and transition requirements that are not being met, and (3) Provide ADE/ESS with topics determined by the field to focus on for future training, technical assistance, and project expansion or development.

Participants of the training walked away with a wealth of information, a sense of invigoration, and strategies to implement systems change within their individual educational agencies. Comments from participants regarding the training include:

"I learned so much! I am looking forward to *huge* improvements in my district as a result of very specific and focused training with my staff."

"This training will change the quality of services provided in my district! This information will be implemented immediately. I am truly grateful for this opportunity to expand my knowledge."

"The hands-on experience was extremely helpful and provided a meaningful learning experience as we reviewed *real* files and developed a plan – appropriate and meaningful!"

"Incredibly informative. Changed the whole paradigm of transition services. I have been going through wrap-around training, and this helps meet strength based wrap-around services. I don't want to wait for age 14. Kids need to be leading their IEPs long before 14."

"I've always been form/paperwork resistant – the details of it all do not interest me and/or seem meaningless. I have a better understanding of the big picture and the importance of linking the great things I do to documents."

It is well known that school personnel in Arizona are experiencing difficulty in meeting the transition requirements of IDEA 97. Many of the problems are due to the fact that educators and others do not understand what they must do to meet the requirements, nor do they have a clear understanding of how to implement the requirements. This training dispelled many myths about transition services, provided a lucid picture of steps to take before and during an IEP meeting, how to implement transition services effectively, and ways to continually self-assess as to whether the requirements are being adequately met. The data collection instrument used was the Transition Requirements Checklist (O'Leary, et.al., 2001).

A total of 667 IEPs of students 14 years of age and older were reviewed by the 56 public education agencies who participated in the training. For the purpose of the report provided to ADE/ESS, a scale was developed to identify those requirements. Below is a summary of how Arizona fares in meeting the transition requirements.

PROFICIENCY (90% – 100%)

- 91 percent of parents were provided notice of an upcoming IEP meeting

NEEDS IMPROVEMENT (50% – 89%)

- 84 percent of the parent notices indicated the date, time, and location of the meeting and who would be invited
- 81 percent of the IEPs of students 16 years of age and older considered instruction in the statement of needed transition service
- 80 percent of the IEPs include a statement that at least one year before the student reaches the age of majority, under state law the student has been informed of the rights under the IDEA Part I that will transfer to him or her when he or she reaches the age of majority
- 77 percent of the schools invited the student to the IEP meeting
- 73 percent of the IEPs of students 16 years of age and older considered development of employment and other post school adult living objectives
- 72 percent of the schools took steps to ensure that the student's preferences and interests were considered in the development of the IEP
- 69 percent of the parent notices indicate the school will invite the student
- 69 percent of the IEPs of students 16 years of age and older considered community experiences
- 67 percent of the students attended the IEP meeting
- 65 percent of the statements of transition service needs and needed transition services are reviewed at least annually
- 59 percent of the IEPs of students 16 years of age and older considered related services
- 55 percent of the IEPs of students 16 years of age and older considered daily living skills

- 55 percent of the IEPs included a statement of present levels of educational performance related to transition services
- 52 percent of the IEPs included a statement of transition service needs that specifies the student's course of study

NEEDS EXTENSIVE IMPROVEMENT (0% – 49%)

- 48 percent of the activities in the statement of needed transition services promote movement from school to the student's desired post school goals
- 47 percent of the IEPs included, when appropriate, a statement of the interagency responsibilities or needed linkages
- 44 percent of the IEPs of students 16 years of age and older considered a functional vocational evaluation
- 43 percent of the parent notices indicated that parents could invite other individuals, who have knowledge or special expertise regarding their child, to the IEP meeting
- 36 percent of the schools took other steps to involve outside agencies in the student's IEP when a representative from the other agency did not attend
- 36 percent of the parent notices indicated that one of the purposes of the IEP meeting was transition services
- 33 percent of the activities in the statement of needed transition services were presented as a coordinated set of activities
- 25 percent of the public education agencies invited a representative from another agency that was likely to be responsible for providing or paying for transition services
- 18 percent of the parent notices identified (by agency, position, and title) any other agency that would be invited to send a representative to the IEP meeting

Now that a baseline has been established, the question might be asked, "where do we go from here?" Arizona has been proactive in conducting in-depth and objective study of how well they are doing to meet the transition requirements of IDEA. The implementation of the Transition Outcomes Project Model serves as a first step in identifying precisely which requirements are a problem and the extent of the problem. It is also a model that will allow Arizona to work with schools to identify, implement, and field test strategies to address each problem, demonstrate improvement, and show results.

The goal of the ADE is to have all Arizona schools at or near 100 percent compliance on each transition requirement. It is already being demonstrated through the Transition Outcomes Project pilot sites that improvements can be made in all of the requirement areas.

specific recommendations provided by Mountain Plains Regional Resource Center (MPPRC) to the ADE/ESS include but are not limited to:

- Develop a comprehensive longitudinal plan of implementation and improvement that will result in expanding the Transition Outcomes Project to more schools across Arizona
- Evaluate and revise the improvement plan annually to ensure positive results for youth
- Tie the project into the monitoring and continuous improvement process efforts taking place in schools across the state
- Involve representatives from higher education in the Outcome Project that will result in moving successful implementation strategies in schools into practices at the pre-service level

For further information on the Arizona Transition Outcomes Project to receive technical assistance and training on transition services, or to become involved in this endeavor, please contact ESS Program Specialist Wendy Collison at 602.364.4026 or email wcollis@ade.az.gov.

This article contains excerpts taken from the *Arizona Transition Outcomes Project - Secondary Assessment Training Results* compiled and evaluated by MPPRC.



Raising Special Kids

...has developed an 81 page resource for life after high school. Visit their web site and download this very informative document.

www.raisingpecialkids.com

Attention, attention..... new resource available for postsecondary educational planning!

A new career development tool is available to Arizona students and adults to assist with career exploration and postsecondary searches. This state-of-the-art program includes:

Career exploration

- Occupational information and video-clips
- 10 assessment links
- Occupation sort
- Career pathways
- Real world interviews
- IDEA's interest assessment (optional)
- Military employment

Choosing a training program and/or school

- Occupation file link related to education/training files
- Program of study file to link to schools
- School comparison and letter writer
- School sort

Finding financial aid

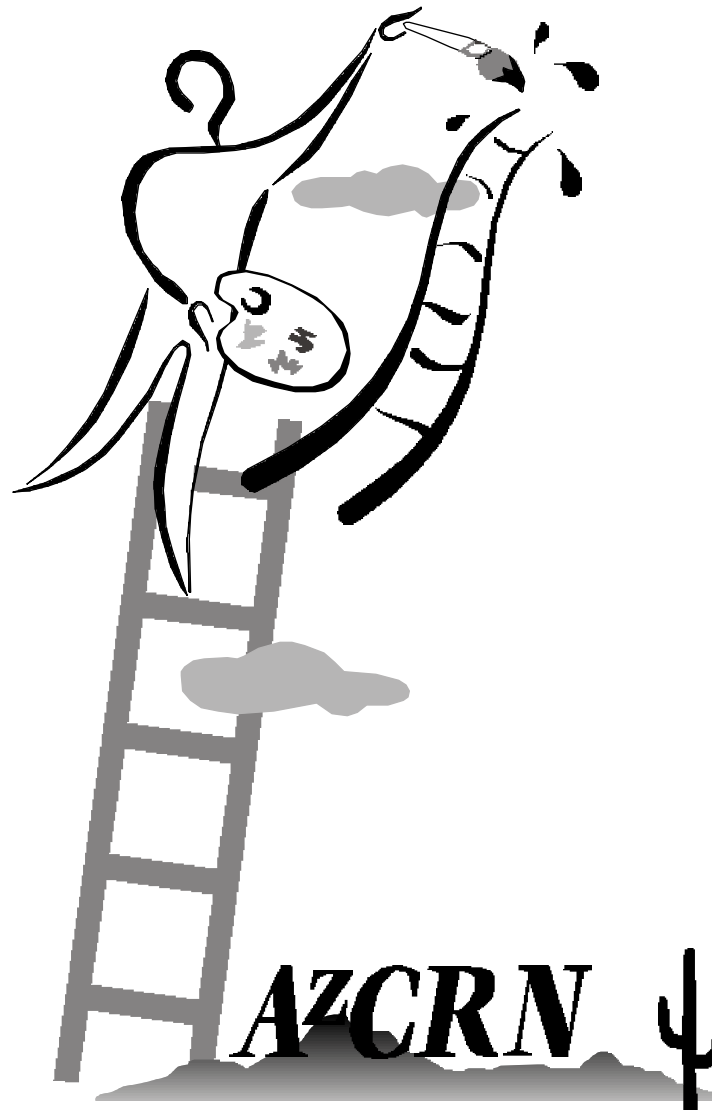
- Introduction to financial aid files
- Education/training file link to financial aid category
- Financial aid scholarships groupings
- Financial aid sort

Getting a job, changing jobs

- Skills module
- Job search file
- Occupation file linking to America's Job Bank
- Self employment file

Susan Mellegard, Director of the Arizona Career Resource Network (AzCRN) within the Arizona Department of Education, has brought this resource to Arizona along with the state site license, so the software is FREE once you register!!!! Arizona is one of 13 states in the nation to be connected and involved in this project. The amount of information available through this software is impressive, and will certainly assist students, beginning at the middle school years, to get ideas about what they want to do, where they want to go, and how they want to live their lives. Take advantage of this new software!!!

If you are interested in training or want to know how to use this software with your students, contact Susan Mellegard AzCRN Director at smelleg@ade.az.gov or 602.542.5353. Additional information about the system, the Arizona Career Information System (AzCIS) registration form, and other great career and educational resources are available on the AzCRN web site, located at www.ade.az.gov/cte/azcrn.



CAC Recommendations

The Certification Advisory Committee (CAC) had an extensive 2001-2002 agenda, which resulted in a number of recommendations for the Arizona State Board of Education (ASBOE). Several of the recommendations would directly impact those involved in providing education to special needs students, and are expected to be submitted this year. Once the board has opened the docket, the recommendations go out for public comment, then back to the board for a vote. If approved, they are sent to the Attorney General's office for legal review. If the AG finds for the recommendations they will become part of the Arizona Administrative Code, but the process is likely to take a year or more.

Recommendations

1. That ADE establish the number of times deemed adequate in a given calendar year for the Arizona Educator Proficiency Assessment (AEPA) to be offered. This would allow more flexibility to process candidates as needed as opposed to a rigid six time per year schedule.
2. To change the validity of the Emergency Teaching Certificate from one school year to one calendar year, and allow for a renewal within 30 days as opposed to the one year timeline. This would allow for some flexibility for individuals hired during the course of a school year.
3. To change the requirement for the Supervisor Certificate from three years of verified teaching experience to three years of verified teaching or school psychology experience. This would allow more flexibility for a school psychologist to apply for such positions as Director of Special Education.
4. To add a Certificate for Educational Interpreters for the Hearing Impaired. At the request of the public education agency, a provisional certificate would be valid for up to two years and renewable for one year with one additional renewal possible. The provisional certificate would require supervision by a certified educational interpreter, along with a professional development program of 30 clock hours per year, with at least 15 of those hours specific to interpreter training. The certificate would require a score of 3.5 or higher on any option of the Videotape Stimuli versions of the Educational Interpreter Performance Assessment (EIPA) by January 1, 2005; or a valid Certificate of Interpretation and/or Certificate of Transliteration from the Registry of Interpreters for the Deaf (RID); or a certification of a level three or higher from the National Association of the Deaf (NAD) by January 1, 2005. As with all certificates, a fingerprint clearance card would be required.

There was discussion focused on the inclusion of stating the requirement of a minimum of 200 clock hours of supervised clinical practice as part of the basic preparation program. Since such language is already included in course descriptions the value was debated. The item was tabled until further clarification could be made.

For updated information contact Ralph Romero at romero@ade.az.gov.

Suicide Hotline for students in crisis

According to a May 2001 article in *The Arizona Republic* entitled "Suicide now claiming more than homicide," there is a devastating problem of teenage depression and suicide. The article mentioned the importance of a community-wide approach to early intervention, counseling and other services. A recent letter to the editor points to Teen Lifeline, an organization established in 1986 to address the epidemic problem of adolescent suicide in Arizona.

Teen Lifeline's peer counseling suicide hotline assists troubled youth throughout the state and is answered 24 hours a day, seven days a week, with peer counseling available from 3 to 9 p.m. Last year, Teen Lifeline responded to thousands of calls from troubled teens in Arizona, some considering suicide. The organization receives at least a dozen calls every day.

It is a free and confidential service supported by a master's level clinician at all times. Locally the hotline number is 602.248.8336 and statewide it is 1.800.248.8336. Please make note of these numbers and pass them on to any teen you feel is in crisis.

School administrators, special education directors and parents save the dates...

February 4 and 5, 2003

Melinda Baird, Esquire, is coming to conduct a two-day training in Phoenix. Ms Baird is an attorney from Tennessee who works exclusively with school systems on special education matters related to the Individuals with Disabilities Education Act (IDEA), Section 504, and related laws. The training will focus on the case law year-in-review and on case law related to issues of discipline, such as manifestation determinations, functional behavior assessments, and positive behavior intervention plans. Those in attendance will have a unique opportunity to ask questions and engage in discussions with Ms. Baird regarding challenges faced on a daily basis while working to implement the IDEA.

Ms. Baird is a member of the Special Education School Attorneys Advisory Council, and a contributing author to *Special Education Law and Practice*, published by LRP Publications. She is a frequent national presenter and is well known for her keen sense of humor. Don't miss this opportunity to increase your special education knowledge!

Training: Holiday Inn Hotel and Suites
1600 S. Country Club Drive
Mesa, AZ 85210
480.965.7000

Cost: \$65 both days
\$35 one day

Contact ADE/ESS Program Specialist Diane Mignella at 602.364.4009 or dmignell@ade.az.gov for additional information.

Data quality standards

By Peggy Staples

Data quality (DQ) is important but it is also a continuum. There is an increasing awareness that without accurate, credible, and timely financial and performance data, good policy decisions cannot be made.

What is Data Quality?

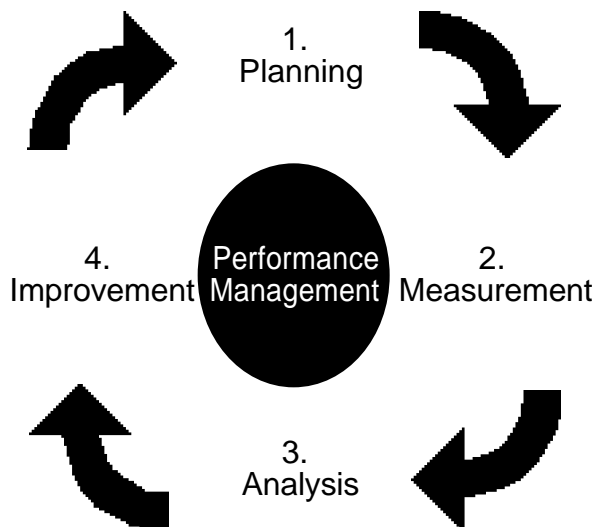
High DQ gives an accurate picture of the phenomenon being measured. It is timely, valid and reliable and can be used to make policy decisions. Low DQ gives a fuzzy picture of the phenomenon being measured. It is invalid and unreliable and should *not* be used for decision-making.

Data collection has been around for years but there are problems with traditional methods that include:

- Mostly paper – not submitted in computerized format
- Very poor data quality
- Little to no aggregation of data possible
- No coordination across programs (e.g., no agreement on common objectives)
- Lots of data collected, but hardly used for decision-making or program improvement
- Heavy burden and expense for little benefit

How good does data have to be? There is no easy answer and no data is perfect. However, for it to have value it must be good enough to document performance and support decision-making.

Data quality is a continuum; the idea is to improve data quality *continuously*. A diagram of the Continuous Improvement Management (CIM) model is shown below.



Your success in Step #2 relies entirely on the level of your DQ. If you don't have good data, the analyses (Step #3) are meaningless and you won't be able to improve the program (Step #4).

Why use CIM?

What gets measured gets done. If you don't measure results, you can't tell success from failure. If you can't recognize failure, you can't correct it. If you can't see success, you can't reward it. If you can't see failure, you can't learn from it. Using the CIM model may help us to understand the dynamics of our program to improve services and ultimately the education of children with disabilities in Arizona.

The ADE/ESS DQ initiative is designed to:

- Create and disseminate standards for collecting data
- Have special education directors attest that their data is of high quality or that they have plans for improvement
- Train public education agencies (PEAs) in data quality and assist in making plans for improvement
- Improve data quality systems

ADE/ESS is adopting the DQ standards used by the U.S. Department of Education, currently in draft form. These standards should be used as a tool in collecting, analyzing and reviewing data before final submission.

A New Information Quality guideline was to have been completed by September 30 of this year. This guideline will update the 1995 working draft, which outlines the following eight DQ standards that were developed and pilot tested.

Validity: You are measuring (a) what is most important and (b) the same construct as the goals. Goals, objectives, indicators, and measures are all aligned.

Accurate definitions: You and everyone who gives you data are using the same, agreed-upon definitions for all terms.

Accurate counts: The raw data on which you will make your calculations are an accurate reflection or estimate of reality.

Editing: Once you have collected the data from your sources, it is cleaned, edited, and stored accurately.

Calculation: You have manipulated and analyzed data correctly and the hypotheses have been tested correctly.

Timeliness: The data is recent enough for you to address current policy concerns and to be used to improve the program.

Reporting: Since data quality is a continuum, all data should be reported with notes about their quality and limitations.

Burden Reduction: Seek opportunities for making data collection more efficient (e.g., coordination, and less burdensome; do not ask for data that will not be used).

Peggy Staples is ESS Data Management Specialist and can be contacted for more detailed information on the Data Quality Standards and how to apply them at pstaple@ade.az.gov.

This article was adapted with permission from a PowerPoint Presentation by Stephen Zwillinger, USDOE Planning & Evaluation Services and Natalia Pane, American Institutes of Research, February 2002.

Additional Resources:

<http://www.dataquality.com/dqinx.htm> - data quality issues in the news (from June 1997 – January 1999) – no longer published

<http://www.epa.gov/oigearth/audit/list998/8100223.htm> - data quality - EPA

<http://www.kismet.com/cleand1.html> - Kismet Analytic Corporation

<http://www.ahima.org/members/quiz/articles/stewart.html> - American Health Information Management Association



Outreach

Training is being conducted through April for Arizona educators and administrators with a goal to:

- Disseminate the latest information
- Network
- Increase understanding of federal and state laws, rules and regulations
- Facilitate appropriate services for students

Check the Training Calendar on page 28 for opportunities in your area. Locate the complete schedule at www.ade.az.gov/ess/trainingcalendar/

To order brochures or register, contact Matt Dahl at 602.542.3853 or mdahl@ade.az.gov.

Excellent monitoring rewards

ADE/ESS has recently introduced an incentive program to reward school districts and charter schools that achieve excellent monitoring reports for their special education programs. An education agency with an excellent monitoring is rewarded with its choice of a non-competitive, two-year capacity building grant. To date, ten education agencies have qualified for this. Hearty congratulations go to:

Aguila Elementary District

Ball Charter School

Catalina Foothills Unified District

Coolidge Unified District

James Madison Preparatory School

Pendergast Elementary District

Phoenix School of Academic Excellence

Sunnyside Unified District

Westwind Academy

Young Elementary District

If you are one of the education agencies listed above and have not yet applied for the Excellent Monitoring Reward, please contact Celia Kujawski at 602.364.4019.

If you are embarking on a special education monitoring during school year 2002-2003, perhaps you, too, can qualify to receive non-competitive capacity building funds or another incentive. For information on how to increase your chances, contact your special education program specialist.



Calling all volunteers!

...to surrogate parenting.

A child will thank you for it

Some of Arizona's children with disabilities need you to be a surrogate parent.

What is a surrogate parent?

A surrogate parent is a non-paid volunteer who is appointed by a court to represent, in special education matters, a child whose parent is not able to do so. This adult surrogate is authorized to make all of the special education decisions that are usually made by the child's parent. Surrogate parents can (1) review educational records (2) request and consent to evaluations and reevaluations (3) participate in the development, review, or revision of the Individualized Education Program (IEP) and (4) challenge the recommendations of the education agency by requesting informal and formal dispute resolution procedures.

When is a surrogate parent needed?

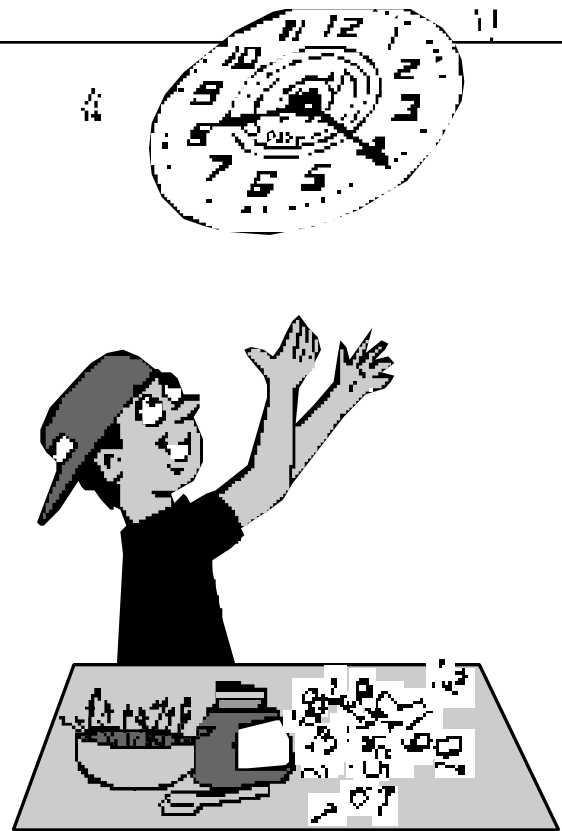
In Arizona, a petition for the appointment of a surrogate parent for a child with a disability shall be made to a court of competent jurisdiction if any of the following conditions exist.

- No parent can be identified
- A public agency cannot determine the whereabouts of a parent, after having made three documented and reasonable attempts
- The child is a ward of the state [Authority ARS 15-763.01(A)(1-3)]

How do I become a surrogate parent?

If you (1) possess knowledge and skills in special education (2) can ensure adequate representation of the child (3) are not an employee of a state agency, local education agency or any other agency if that agency is involved in the education or care of the child and (4) do not have any interests that would conflict with the best interests of the child, you are well on your way to becoming a surrogate parent! You need to have a valid class one fingerprint clearance card and be trained as a surrogate parent. After the training, your name will be added to an existing pool of trained surrogate parents in the county in which you reside. If you are requested to serve as a surrogate parent, a public agency representative will contact you and will provide you with the necessary information about the child needing a surrogate parent. If you wish to serve in this capacity, the final step involves a court appointment as the surrogate parent for a particular child.

For more information on being trained as a surrogate parent, contact the Surrogate Parent Coordinator, Laura Gelardo, at 602.364.0866. For more information on surrogate parents, please call the Surrogate Parent Supervisor, Mary Mitchell at 602.364.4023.



Making Time

Camelview Elementary School,
Phoenix, Arizona

Teachers in this K-2 school have a 90-minute professional development block four days a week. They spend the first hour in grade-level teams; the final 30 minutes is for individual planning. The Professional Development Block concentrates on reading, writing, and mathematics. Teachers have used this time to examine student work, meet as a study group on various issues, and examine Arizona's academic standards and their alignment to the Madison district Curriculum. During the professional growth block, students participate in art, P.E., library, and other specials, including social studies and science.

Provided by Mary Cummings at
mcummings@msd38.org.

*Editor's note: It is our hope that Making Time will become a regular column of **Special Edition**. Please let us know in one or two paragraphs how your school carves out time for professional development. Send submissions to plevesq@ade.az.gov.*

Special Edition needs you!

The Arizona Department of Education, Exceptional Student Services is recruiting articles for the *Special Edition* newsletter that is published three times every year.

The purpose is to promote excellence in the education of *all* of Arizona's children. Especially since "No Child Left Behind," it is critical for us to find ways to identify and share strategies that work. The *Special Edition* is one important way to communicate on issues that are vitally important to the future of education in Arizona.

Some ideas of what we are looking for are:

1. **Celebrating Success:** When a strategy works, everyone wants to know about it, whether for a specific student, a classroom or even a school wide story. Success is the goal, the reason we exist.
2. **Making Time:** What does your school do to carve out time for professional development? (1 or 2 paragraphs)
3. **Professional Development Opportunities:** Does your school sponsor workshops, seminars, or other trainings related to professional development? If so, and you would be willing to open them up to smaller schools in your area, please let us know. Send dates, times, brief class description, et al, and

any limiting criteria. Think long term – six months ahead or longer.

4. **Research-based promising practices**
5. **Book Corner:** A report on a book you found especially helpful (300-400 words)
6. **Resources you can use:** Web sites or other resources parents, teachers and administrators can find innovative, helpful information
7. **Services or service providers**
8. **Funding and awards:** Grants/monies and award opportunities (1 paragraph)
9. Anything else you believe others need to know

Articles should be 300-750 words if at all possible, (if you need more we can talk) and written in the third person. Please submit to Peggy Levesque at plevesque10@msn.com or plevesq@ade.az.gov. Or send the information and we'll write it for you!

Deadlines: (subject to change)

February 1, 2003	for Spring 2003 issue
June 1, 2003	for Fall 2003 issue
September 15, 2003	for Winter 2003/04 issue

General supervision grant

In September, ADE was notified that it has been awarded a General Supervision grant by the USDOE. This is one-year funding to assist Arizona in conducting a special education self-assessment under the federal monitoring guidelines and to build a web-based system in teacher certification that will make it possible to easily check on the qualifications of all teachers working with students with disabilities.



Don't forget....

to check out the Arizona Promising Practices web site to see what's new.

www.azpromisingpractices.com

Strategies to work with students with oppositional defiant disorder

By Wendy Woolsey-Terrazas and Janice A. Chavez

Many teachers are seeking new ways to work with students with oppositional defiant disorder (ODD). These students can be confrontational, disruptive, vindictive, and irritate the nerves of teachers who already encounter numerous challenges in the classroom. Unfortunately, teachers may face an increasing number of students with ODD and conduct disorders in our schools. Following are suggestions to assist teachers and parents in dealing with students who demonstrate oppositional defiant behaviors.

The most important point to remember is that the basic drive of a student with ODD is to resist control and manipulation from any adult. The more controlling an adult appears to be, the more oppositional the student becomes. Therefore, developing a behavior plan that considers these points will de-escalate the problem behaviors. Another point to remember is that these students need structure: rules, laws, rewards, punishment, love, guidance, and a sense of safety. A structured environment may be visualized as a corral that encircles the student, reminding him or her on an on-going basis of acceptable behavior limits. The boundaries can be extended in time, but the gate should not be opened to total freedom without supervision until the student is ready.

In *Creative Strategies for Working with ODD Children and Adolescents*, Frank, Paget and Bowm suggest several “Houdini techniques” to escape from situations teachers may encounter with students with ODD. Some teacher behaviors that may add to power struggles in the classroom are:

- Threatening the student
- Responding emotionally (i.e. getting angry or sarcastic)
- Confronting the student near their peers
- Responding [too] quickly
- Remaining in the interaction too long
- Bribes
- Trying to “convince”
- “Putting down” the student

Diminish power struggles

Other strategies that may diminish power struggles include:

- Provide the student with simple directives and choices
- State pre-determined consequences clearly before problems occur
- Listen to the student before reacting
- Give brief and direct instructions in a calm tone

- Discuss the problem privately with the student
- Walk away before the situation gets too “hot”

The power struggle reduction plan

The authors also propose a Power Struggle Reduction Plan to prevent confrontations with students with ODD. These strategies include:

- Talk and work with another teacher; agree to take over for each other
- Pre-determine your consequences and then follow through
- Decide which rules are negotiable and which are non-negotiable
- When away from an incident, list all the things that hooked you into the power struggle
- “Walk-by” reinforcements should be brief, even non-verbal, and minimal attention should be drawn
- Whisper praises without bringing attention to the student
- Leave a positive note for the student to discover

It is critical that the team approach be used in developing an intervention plan to be implemented in the school, home and community. The team should be composed of not only teachers and other school professionals but also psychologists, psychiatrists and other medical professionals who work together to insure the success of the student in a variety of settings. Listed below are strategies that have worked for us as parents, teachers and team members. These strategies when implemented in a consistent manner, have proven effective in teaching and parenting roles.

- Don't threaten unless you are willing to carry the threats out threatening students with ODD allows them to test your ability to follow through.
- Clearly define the behaviors you expect. Students with ODD search for the “gray area” to justify their actions.
- Clearly define the consequences of compliant and non-compliant behavior. This provides a direct relationship between the desired or undesired behavior and the respective consequence and prevent “fueling” an argument.
- Always be firm and consistent. Students with ODD are constantly looking for an “open gate” and an opportunity to challenge your directives or justify their position.
- During confrontations, do not allow your emotions to rule. With students with ODD, your anger demonstrates that they are in control. Behave like Clint Eastwood in *Dirty Harry* – stay cool calm, and collected under the most challenging situation.

Although students with ODD can challenge teachers and parents, they can be our leaders of tomorrow. If directed in a positive manner, they are able to take control of a situation and make things happen. By building on the students' strengths and allowing them to achieve success, students with ODD will feel good about their capabilities and become productive members of society.

Wendy Woolsey-Terrazas is a lecturer for special education at California State University, Bakersfield. Janice Chavez is the interim dean of the Division for Graduate Studies and Research at California State University, Bakersfield. They are both members of CEC Chapter 34.

This article is reprinted from CEC Today, February/March 2002

Counseling as a Related Service training

The Arizona Department of Education (ADE), Exceptional Student Services (ESS) has recently produced a new AZ-TAS document, "Counseling as a Related Service." The purpose of this document is to provide technical assistance to administrators, teachers, parents, school psychologists, school counselors, and other Individualized Education Program (IEP) team members in public education agencies (PEAs), including all public and charter schools. This document is intended to increase understanding of what is meant by "counseling as a related service" and to encourage PEAs to provide and promote counseling on the IEP when needed for students and families.

Free statewide trainings will be offered to cover:

- What counseling means in the school setting
- Types of school counseling services
- Who can provide services
- Determining need for counseling
- How to incorporate counseling into the IEP
- How to write measurable goals/benchmarks and short-term objectives

DATES: Wednesday, January 15, 2003 in Tucson
Wednesday, February 12, 2003 in Phoenix

TIME: 8am to 12pm

For locations and reservations contact 602.542.4013 in Phoenix and 520.628.6330 in Tucson.



No Child Left Behind: a desktop reference

This 181 page desktop reference published by the US Department of Education outlines what is new under the No Child Left Behind (NCLB) Act of 2001 for each program supported under the Elementary and Secondary Act of 1965 and other statutes. It also describes how the Act's four guiding principles (accountability, flexibility and local control, parental choice, and what works) are brought to bear on many of these programs. The intent is to provide a substantive overview of policy changes and emphases for state and district officials. Programs for which no funding was requested in fiscal years 2002 and 2003 are not included.

<http://www.ed.gov/offices/OESE/reference.pdf>

Be a Disney American teacher award honoree!

Each year Disney Company honors 35 outstanding teachers (three of whom are special educators) with the Disney American Teacher Awards (ATA). The prize is significant - the winners receive \$10,000 each, they are presented to the public in a stunning, Oscar-type TV show, participate in professional development with their peers, and are treated to a magical four days in California. And each of the Honoree's schools receives \$5,000.

Nominations for the Disney awards are accepted in February and March. Students, parents, colleagues, supervisors, community members, and the teachers themselves can nominate a teacher for the awards. Call 877.ATA.TEACH or go to DisneyLearning.org.

Want your own copy of the Special Edition?

Send your mailing address to Nan Slinkey at nslinke@ade.az.gov or call her at 602.542.3183.

Funding and awards

'eSchool News School Funding Center"

Information on up-to-the-minute grant programs, funding sources, and technology funding. www.eschoolnews.com/resources/funding/

'Philanthropy News Digest K-12 Funding Opportunities"

K-12 funding opportunities with links to grant seeking for teachers, learning technology and more. www.fdncenter.org/unders/

'School Grants"

A collection of resources and tips to help K-12 educators apply for and obtain special grants for a variety of projects. www.schoolgrants.org

'Department of Education Forecast of Funding"

This document lists virtually all programs and competitions under which the USDOE has invited or expects to invite applications. Note: This document is advisory only and is not in official application notice of the DOE. www.ed.gov/offices/OCFO/grants/forecast.html

'Corning Foundation Grants"

The Corning Inc. Foundation, established in 1952, develops and administers projects in support of educational, cultural, and community organizations. Over the years, the foundation has contributed more than \$83M through its grant programs. Each year, the foundation fulfills approximately 225 grants totaling some \$2,250,000. Corning's areas of involvement have included community service programs for students, curriculum enrichment, student scholarships, facility improvement, and instructional technology projects for the classroom. All requests for support must be made in writing. Application deadline: ongoing. www.corning.com/inside_corning/foundation.asp

'Intel Involved Program

If you have Intel employees as parents of students at your school, or even if you don't, you may be able to take advantage of a matching grant program Intel has implemented to encourage employees to get involved in their community. Intel will pay \$200 for every 20 hours Intel employees volunteer at a given school. Last school year a total of \$278,800 was given out, \$19,600 of it to a single school. For details, contact Jeanne Forbis at 480.554.2075.

'Arizona History Convention

Your high school student can be \$300 richer if he or she submits the winning entry for this year's best paper, display exhibit or video art on any subject involving the history of Arizona. The teacher of the winning student will also receive a \$300 prize. Papers should be in the 1,600 to 1,800 word range; display exhibits should be no larger than 30 square feet; and videos should run about 15 to 20 minutes. Entry deadline is March 1, 2003. Information: www.arizonahistory.org or call James McBride at the ASU history department at 480.838.2825.



NASDSE Satellite Conference Series: *Achieving Student Results Through Collaboration*

Roles, Preparation and Supervision of Paraprofessionals
March 5, 2003 1:00-3:00 (ET)

Reading First: A Look at the Alabama Reading First Initiative
May 7, 2003 1:00-3:00 (ET)

Hosts needed!!

ESS purchases the coordinates for the downlinks of NASDSE's Satellite Training Program and makes them available to those schools that wish to offer the program to their communities. Written materials are provided prior to each session and a video tape from the downlink is supplied afterward. Great training materials for the year!!!

If you would be willing to provide a host location for NASDSE's Satellite Training Program, or to obtain the satellite coordinates, please contact Cande Barfuss at mbarfus@ade.az.gov or 602.542.3184.

Funding opportunity

If you are a

- non-profit organization
- self-advocacy organization

with a project plan that would promote positive and measurable changes for people with disabilities and address goals in the Council's five-year plan, you may qualify for a Not-to-Exceed \$7500 contract. Applications will be made available beginning December 15, 2002.

Contact Dara Johnson at the Governor's Council on Developmental Disabilities, djohnson@mail.de.state.az.us or 602.542.2546 for more information.

